

Evaluation of Teacher Performance to Quality Learning in Madrasah Aliyah

(A Comparative Study between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java)

Qiqi Yulianti Zaqiah, Dadang Suhendar and Novy Maryani

UIN Sunan Gunung Djati Bandung

Bandung, Indonesia

qiqi.yulianti@uinsgd.ac.id, dadangshu@yahoo.com, novymaryani@uinsgd.ac.id

Abstract— Teacher performance evaluation needs to be done at an educational institution with the aim to see the quality of teachers as the key determinant of success of an educational institution. Qualified teachers in turn are expected to improve the quality of learning. The purpose of this research is to know the performance evaluation of Madrasah Aliyah Model and Non Model in West Java, to know the quality of learning of Madrasah Aliyah Model and Non Model in West Java, to know the influence of teacher performance evaluation toward the quality of learning, to know comparison of teacher performance evaluation and learning quality between Madrasah Aliyah Model and Non Model in West Java as well as to know the supporting and inhibiting factors of performance evaluation of Madrasah Aliyah Model and Non Model teachers in West Java. This research uses quantitative approach, data collection technique is done through questionnaire, interview, observation and document study. The location of research in MAN 1 Bandung as MAN Model and MAN 1 Garut as MAN Non Model. Data analysis is done by using statistics. The results showed that teacher performance in both madrasahs showed quite effective performance. The quality of learning in both madrasah also shows good quality. While the influence of performance on the quality of learning in both madrasahs showed less significant effect that can be ignored or considered no effect. Comparison of teacher performance and learning quality indicate that MAN Model represented by MAN 1 Bandung is better than MAN Non Model which in research represented by MAN 1 Garut. The factors supporting the evaluation of teacher performance and the quality of learning in both madrasah are seniority of teachers so that they are professional, besides from the facility for MAN 1 Bandung becomes an advantage compared to other schools. Inhibiting factors are still low level of ability of teachers to write and research so that hard work of all parties to continue to improve the quality of both the performance of teachers and the quality of learning.

Keywords—Evaluation; Teacher Performance; Quality of Learning.

I. INTRODUCTION

A. Background of study

Education is a future investment (human investment), because through education, the moral improvement of the

nation's children can be realized. The more quality a nation's education will be able to compete competitively with other nations in various life activities. To generate a quality education, it must be equipped by quality human resources with skilled and competent human resources.

The human resource in education is a Teacher. "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education, primary education and secondary education formal education pathway (Law No.14 of 2005 on Teachers and Lecturer) ". Success or failure of education depends on human resources in it.

Although various efforts have been made in improving the quality of educators and education with the existence of legislation and improvement of development programs, but the quality of educators in schools and madrasah is still low. This is influenced by several factors:

Current condition of Madrasah development: (a) the management capability is not as expected; (b) the level of teacher education is largely not commensurate with the established requirements and the methodological capability is still low; (c) the learning ability of most Madrasah teachers still emphasizes the introduction of concepts that are congenial and have not emphasized on the religious behaviour, social ethics and noble character [1].

The above conditions can be seen in various Madrasah in Indonesia, both public and private Madrasah operated by the private sector. This shows the weakness of teacher development starting from the weakness of the recruitment process of teachers, from guidance to supervision. The unprofessional teachers will affect the quality of an educational institution. Certified teacher performance in planning aspect and evaluation is in good category, while certified teacher performance in presentation aspect and in improving the competency is in lower condition [2]. This indicates that the teachers are still have weaknesses in quality in improving their competence.

At this time, the education institutions managed by the Ministry of Religious Affairs are very varied and apprehensive,

such as Madrasah Aliyah which have lacking in quality and marginalized. They cannot compete with Non-Islamic educational institutions managed by the Ministry of Education. This can be seen from the results of the best National Examination in Secondary School. Of the 12 best ranking of UN results, there is only one Madrasah Aliyah that enters the list that is Madrasah Aliyah Insan Cendekia Serpong in rank 9, while the rank 1-8 and ranked 10-12 are achieved by some public and private Christian high schools. (Kompas, Friday June 2013)

The above data can explain that Madrasah Aliyah is still left behind compared to SMA / SMK, this indicates the low mastery of general science in Madrasah Aliyah compared with other public institutions. One of the causes is the low quality of teacher performance in planning the learning, implementing, and assessment of learning outcomes. This of course will have an impact on the quality of learning in Madrasah Aliyah.

Evaluation of teacher performance was conducted in an educational institution, intended to see the success rate of the goal to be achieved. "Performance evaluation is a process of assessing the performance of a person or group of persons or work units within a company or organization with a predetermined performance or objective standard" [3].

A good performance assessment will provide feedback for learners, one of them be on the learners' learning outcomes [4]. In addition, a good performance assessment will also have a positive effect on peer performance. Based on this study, teacher performance appraisal provides enormous benefits to the teachers themselves.

Meanwhile, Teacher performance appraisal can be viewed from the competence of the teacher [5]. Assessment of teacher performance can be done by principals, teachers, and students. Differences in judgments from various parties can be attributed to a bias in teacher performance appraisals.

The goal set in the educational institution is the achievement of educational goals that can be seen clearly from the quality of graduates (out put). Output of educational institutions can be measured academically through the results of national examinations and from the acceptance of advanced education. Quality education can be reviewed from the quality of the learning itself.

Based on the preliminary study results, there are 695 Madrasah in West Java, of which 622 are private madrasah, while 73 are state madrasah. Some Madrasah Aliyah are developing and have good qualities. This is indicated by the accreditation of "A" schools, and some of these Madrasah are chosen to be model Madrasah. The number of accredited Madrasah Aliyah and educators of A (non-model) and madrasah of the model is also adequate and most have been certified (Data certification Kanwil Kemenag). With certified teachers enabling to improve the quality of professional educators, as well as providing significant changes to teacher performance quality.

Based on these data, there are challenges faced by Madrasah Aliyah Model and Non Model A accredited in West Java, with teachers who are considered professional must be able to improve the quality of learning and in turn can improve

the quality of Madrasah. Therefore, the output (graduates) have superior quality and can compete with other schools. In addition, especially for educators (teachers) Madrasah Aliyah Model and Non Model must still maintain professionalism in carrying out the tasks while still improving the quality of performance quality so that goals and challenges are able to be answered. All teachers should be passionate in performing their duties, discipline in work, possessing qualities and behaviours that reflect their profession as teachers and full of responsibility. The condition of such teachers can be the solution of problems in every formal education institution. With teachers who have high performance, the school will be easy to achieve the results as expected.

The phenomenon in the field, the quality of learning in some Madrasah Aliyah Model and Non Model is still under other schools under the Ministry of Education (SMA / SMK). Of course the conditions in the field are influenced by the quality of learning and the quality of learning is strongly influenced by the quality of performance of Madrasah Aliyah teachers. Whereas one of the reasons for choosing Madrasah Aliyah to become a Model Madrasah is with the expectation that the Madrasah becomes a model for school quality. The amount of aid the government has given to this model of MAN would be a follow-up question whether it affects the quality of teacher performance and in the end does it impact on the quality of learning?

The quality of Madrasah teachers' performance will increase when school principals in each educational institution play an optimal role in evaluating teacher performance. One that can affect teacher performance is supervision services conducted by school/Madrasah's principals, in order to maintain the quality of Madrasah education. Professional teachers are constantly improving their performance. This phenomenon is interesting to be studied, that is about evaluation of performance of Madrasah Aliyah Model and Non Model teacher. Selection of the problem in this study is viewed from the management point of view that is related to the implementation of teacher performance evaluation in Madrasah Aliyah Model and Non Model. In addition, this study also wanted to see whether there is a significant influence between the performance of Madrasah Aliyah teachers with the quality of learning in Madrasah Aliyah Model and Non-Model Madrasah Aliyah.

Based on the selection of the above problems, the authors intend to conduct a study entitled "EVALUATION OF TEACHER PERFORMANCE TO QUALITY LEARNING IN MADRASAH ALIYAH" (Comparative Study between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java) ".

B. Formulation of the problem

Based on the previous discussion on the current situation of teachers' performance in Madrasah Aliyah, this research is formulated through several research questions:

- How is the evaluation of teachers' performance of Madrasah Aliyah Model and Non Model in West Java?

- What are the supporting and challenging factors for the performance evaluation of Madrasah Aliyah Model and Non Model teachers in West Java?
- Is there any significant effect of teacher performance evaluation on the quality of learning in Model and Non-Model Madrasahs in West Java?
- How does the comparison of teacher performance evaluation to the quality of learning between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java?

C. Purposes of the study

The overall aim of this project was, therefore, to investigate performance evaluation of madrasah Aliyah teachers both model and non-model teachers in West Java. The chief aims were to:

- Find out the performance evaluation of Madrasah Aliyah Model and Non Model teachers in West Java.
- Know the supporting and challenging factors of performance evaluation of Madrasah Aliyah Model and Non Model teachers in West Java.
- Determine the significant effect of teacher performance evaluation on the quality of learning in Model and Non-Model Madrasah in West Java.
- Know the comparison of performance evaluation of teachers on the quality of learning between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java.

D. Hypothesis

This research is intended to test the hypothesis as follows:

- Ho: There is no difference in the quality of learning in Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java.
- H1: There is a difference in the quality of learning in Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java.

II. REVIEW OF THE LITERATURE

To further study on the performance evaluation of model and non-model Madrasah teachers in West Java and to compare the evaluation of teacher performance on the quality of learning between Madrasah Aliyah Madrasah teacher performance model and non-model, it has been studied some literatures that support and relevant to research that will be implemented, including:

- A research conducted by M. Bruri and Badrun, about Professional Teacher Performance Evaluation Model. The research explained teacher performance evaluation model from its mechanism, indicator and teacher performance instrument.
- Aji Sukma's research from IKIP PGRI Semarang about Effect of Supervision of School Supervisor and

Principal on Teacher Performance at District Education Office of Padamara, at Purbalingga region. This study discussed on the influence of supervision of the principal on the performance of teachers.

Previous research can help the researcher's literature, while the focus that researchers do is from one of the management functions that is evaluation of Madrasah teacher performance. The background used by researchers is very different, and this research has not been done in Madrasah Aliyah model and non-model in West Java. Therefore, this research is very interesting to be studied.

Management is the science of planning, organizing, directing, co-ordinating, and evaluating human labour with the help of tools to achieve common goals. While the International Standards Classifications of Educations, UNESCO (1975) argued that education is an organized and sustainable communication designed to foster learning [6].

Performance is an activity undertaken to carry out, complete tasks and responsibilities in accordance with expectations and goals that have been set [1]. While J Simanjuntak defines, "performance is the level of achievement of results on the implementation of certain tasks" [3]. Performance is a real behaviour that is displayed every person as a work performance generated in accordance with its role [7]. Performance is a work achieved by a person in carrying out the tasks assigned to him based on his skills, experience, and sincerity, and the timing of the execution of those duties and responsibilities is expression of all the potentials and abilities of a person and demands full and total ownership [8].

According to Government Regulation No. 19/2005 on National Education Standards 38, educators (teachers) are learning agents that must have four types of competencies, namely pedagogic, personality, professional, and social competence [9]. The four competencies integrated in teacher performance. In this context, the competence of teachers is defined as the unanimity of knowledge, skills and attitudes embodied in the form of intelligent and responsible action tools owned by prospective teachers to assume the position of teacher as a profession. While the task of teachers in Article 39 paragraph 2 is to plan and implement the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service.

Regarding the importance of the assessment of teacher performance, Georgia Department of Education has developed a teacher performance assessment instrument that was later modified by the Ministry of National Education into *Alat Penilaian Kemampuan Guru* (APKG) or the Teachers' Performance Assessment Tool. Teachers' assessment tools include: (1) teaching plans and materials (RPP), (2) classroom procedures, and (3) interpersonal skills (Directorate General of education and teachers quality improvement: 2008).

The implementation of teacher performance is intended to realize professional teachers, because the dignity of a profession is determined by the quality of professional service quality. In addition to this, teacher performance appraisal is

also to show precisely the activities of teachers, as well as to help them to improve the quality of learning in the classroom.

Quality of learning is essentially a target that teachers must achieve in the learning process. The quality of learning can only be achieved if the teacher provides good services to students during the learning process. According Muhaimin "there is a link between work ethic, professionalism and quality of one's work product. Increasing work ethic will be a complement of efforts to improve the quality of work products and the spirit of professionalism" [10]. From this statement, it can be explained that there is a very closely link between performance of good teachers to the quality of learning.

The researcher also presents a research framework as a guide in conducting research in order to obtain optimal results according to research objectives. Framework evaluation of teacher performance on quality of learning can see in fig. 1.

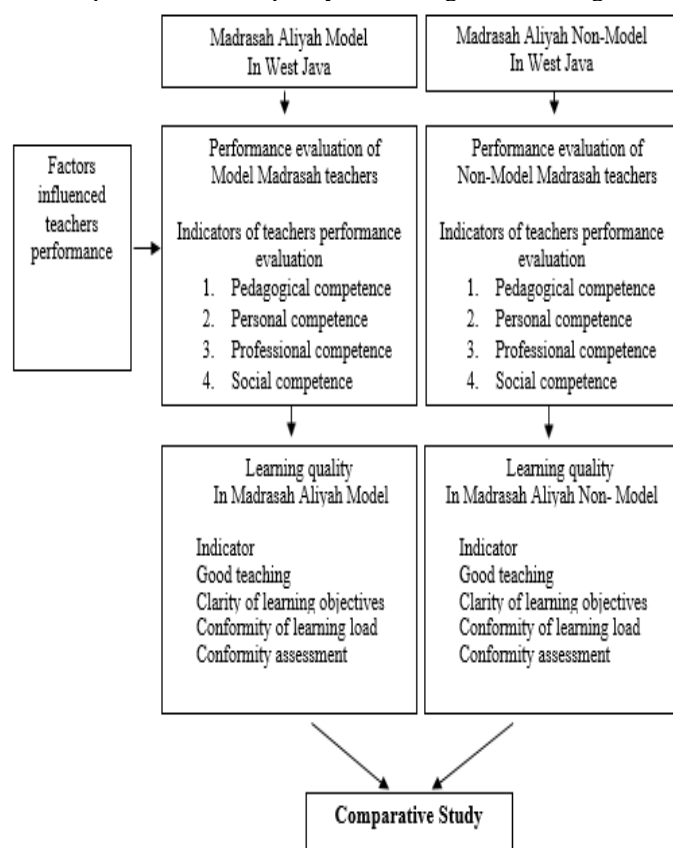


Fig. 1. Framework evaluation of teacher performance on quality of learning (Comparative study between model and non model Madrasah Aliyah)

III. METHODOLOGY

The research method used in this research is descriptive quantitative approach. The operational definition of each research variable is as follows:

A. Teacher Performance Evaluation.

Performance of teachers is the performance of teachers in managing and carrying out the main tasks and responsibilities to achieve the goals of education and learning (Supriadi: 2001)

B. Quality of Learning

Learning is said to be of quality when it reaches its intended purpose, namely achievement [11]. So student achievement is an important indicator in determining the quality or not of a learning.

Referring to the unit of analysis of this research is the school with the locus of teacher performance and the quality of learning, the school that will be studied only Madrasah Model and Non Model accredited A. Accreditation value is a value that is scientifically accountable and can be used as a reference to establish criteria of quality schools. School representing MAN (State Madrasah Aliyah) Model conducted in MAN 1 Bandung and school that represents Non-model is conducted in MAN 1 Garut.

To test the validity of the data, validity and reliability test were conducted. Analysis of the data used is the path analysis. This analysis to know the contribution of teacher teaching performance, simultaneously contribute significantly to the quality of learning in Madrasah Aliyah both model and non-model Madrasah. Furthermore, data analysis also uses comparative analysis that is to know whether there is difference between learning quality in Madrasah model and non-model as influence from teacher performance in each Madrasah.

The collected data employed questionnaires, interviews and document studies. To test the validity of the data then it was conducted test of validity and reliability. It was also conducted tests of the normality and linearity. In the implementation, data processing is done through computer assistance with SPSS (Statistical Product and Service Solution) version 16.

Analysis of the data used is the path analysis. This analysis is to know the contribution of teacher teaching performance, simultaneously contribute significantly to the quality of learning in Madrasah Aliyah both model and non-model Madrasah. Furthermore, data analysis also uses comparative analysis that is to know whether there is difference between learning quality in Madrasah model and non-model as influence from teacher performance in each of Madrasah.

IV. FINDING

The results of this study found several important findings:

A. Teacher Performance Evaluation of MAN 1 Bandung (MAN Model)

The performance of MAN Model teachers from the study found that the competencies of 3, 8 and 11 are in the above-average category. The data above shows that the average teacher MAN model already has competence in curriculum development (competence 3), the teacher also has acted according to the norm of religion, law, social, and national culture (competency 8), and on competence 11, that is inclusive, acting objectively and not discriminating. This also can be understood, because MAN Model is a religion-based educational institution, and the teacher will be required to have the appropriate behaviour of religious rules. This can be happened because in the MAN model is often implemented teacher coaching related to these things. The performance of teachers in MAN model can be seen from fig. 2:

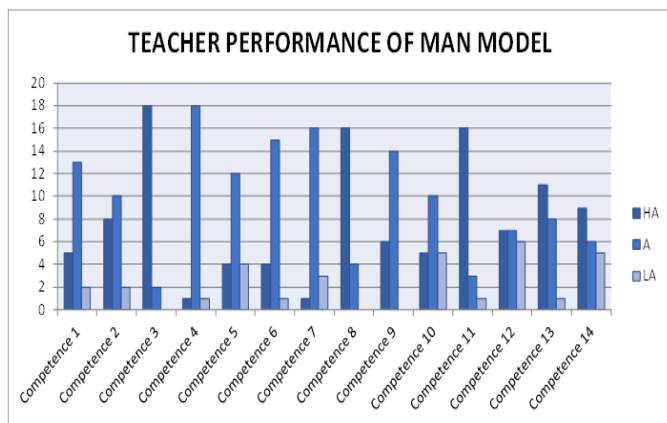


Fig. 2. Teacher performance of MAN Model (MAN 1 Bandung)

B. Teacher Performance Evaluation of MAN 1 Garut (MAN Non-Model)

The performance of MAN Non-Model teachers indicated that the competencies 1, 8 and 9 are in the category above average. The data above shows that teachers in the school already have competence in knowing the characteristics of learners (competency 1), teachers also have acted according to national religious, legal, social and cultural norms (competence 8), and show mature and exemplary person (competence 9). This is understandable, because the teachers in the MAN Non-Model often carry out the training whether it is related to child psychology as well as related to religious education, as a provision for them because it is in Islamic educational institutions, so that teachers need to be an example / example for learners. The performance of teachers in MAN Non-Model can be seen from fig. 3:

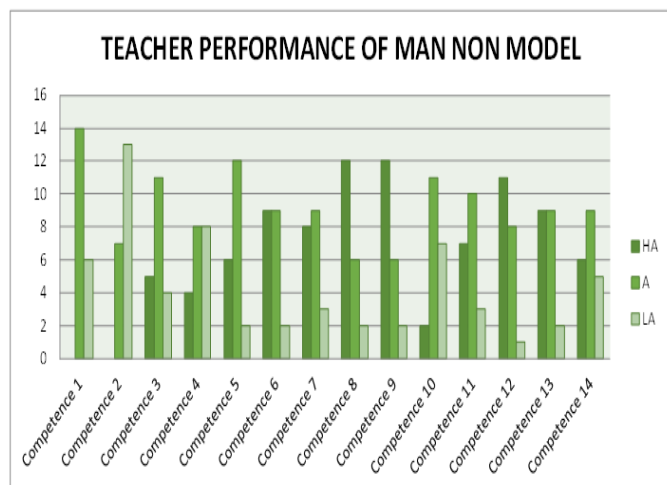


Fig. 3. Teacher Performance MAN Non-Model (MAN 1 Garut)

C. Learning quality of MAN Model (MAN 1 Bandung)

Quality of learning can be seen from pre-learning activities, core activities, evaluation and closing. The questionnaire results show that teacher quality in every aspect is in the average range. This can be understood because the results of

teacher performance related to the quality of learning directly need to be improved. For more details, see fig. 4.

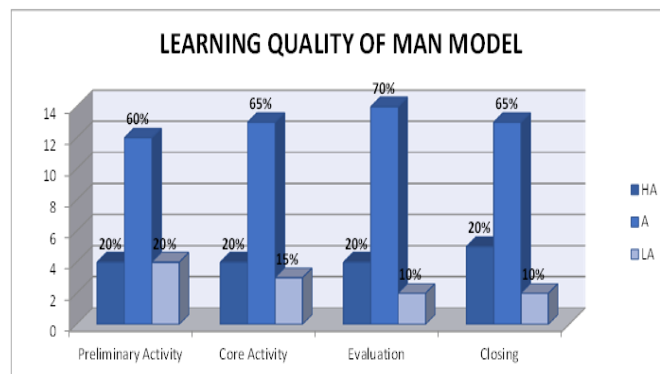


Fig. 4. Learning quality of MAN Model (MAN 2 Bandung)

D. Learning quality of MAN Non-Model (MAN 1 Garut)

Quality of Learning in the MAN Non-Model, the data on the field show that on the aspects of pre-learning activities, core activities, evaluation and closing, the quality is on average. This can be seen from fig. 5:

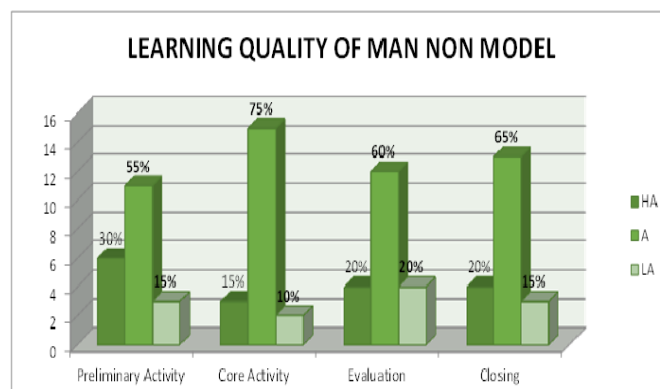


Fig. 5. Learning quality of MAN Non-Model (MAN 1 Garut)

E. Effect of Teacher Performance on Quality of Learning

The results of research in two different Madrasah indicate that there is a result equation that is there is an effect between teacher performances to the quality of learning but its effect is not significant so can be ignored. This means that there are other factors that affect the quality of learning such as infrastructure facilities, a conducive school environment, and so forth.

F. Comparison of Learning Quality in MAN Model and Non-Model

The result of comparison of learning quality in MAN 1 Model and Non Model explains that H_0 is rejected, it means that there is a difference between the quality of learning in both madrasah studied. Mean MAN Model = 247.90 and MAN Non-Model = 233.90, meaning that the average for MAN 1 Bandung as MAN Model is higher than the average MAN 1 Garut as MAN Non-Model.

V. CONCLUSION

Based on the research finding, it can be concluded as follows:

The results of teacher performance evaluation at MAN 1 Bandung shows that the performance of the teacher is quite effective, it can be seen from the score of the results of the evaluation of the performance of 80% of teachers have a pretty good performance. The performance of teachers in MAN 1 Garut showed a score that is also quite good, 55% of teachers are at enough performance levels and 25% of teachers are on performance above average. The results are quite prominent in MAN 1 on pedagogic competence, this can be seen because the competence is often conducted related training. Can be seen in fig. 6:

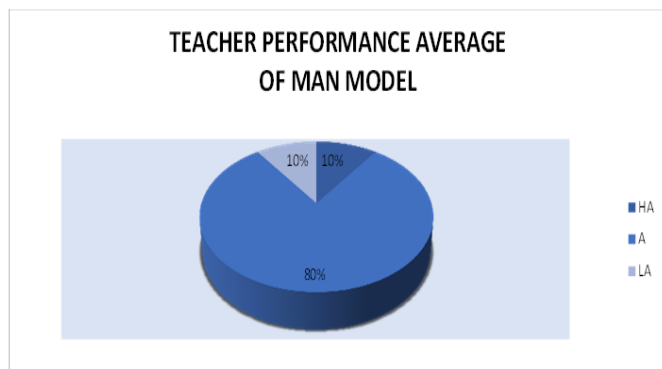


Fig. 6. The results of teacher performance evaluation at MAN 1 Bandung

The quality of learning in MAN 1 Bandung (MAN Model), 25% indicates very effective, 55% effective enough and about 20% less effective. The quality of learning in MAN 1 Garut (MAN Non-Model), 15% showed very effective, as much as 80% showed quite effective and only 5% showed less effective. Can be seen in fig. 7:

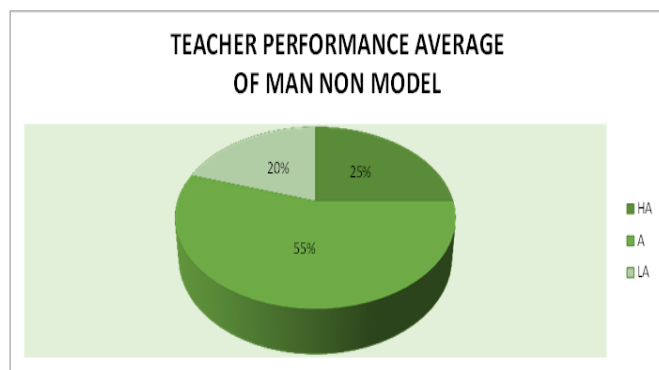


Fig. 7. The quality of learning in MAN 1 Bandung (MAN Model)

Result of research in two different madrasah both MAN 1 Bandung as MAN Model and MAN 1 Garut as MAN Non-

Model shows that there is equality of result that is an effect between teacher performance and learning quality, but its effect is not significant.

The comparison of teacher quality performance in MAN 1 Bandung (MAN Model) with MAN 1 Garut (MAN Non-Model) explains that the count value <of t table (-0.386 <2.0243) and P value (0.702 > 0.05) then Ho accepted, meaning that there is no difference between the performance of MAN 1 Bandung with MAN 1 Garut performance. With mean MAN 1 Bandung = 215.35 and MAN 1 Garut = 211.55 means that the average for MAN 1 Bandung is higher than MAN 1 Garut.

Results of comparison of learning quality in MAN 1 Bandung (MAN Model) with MAN 1 Garut (MAN Non-Model) explains that the value of t <from t table (-4.048 <2.0243) and P value (0.000 <0.05) then Ho rejected, there is a difference between the quality of learning in MAN 1 Bandung with the quality of learning in MAN 1 Garut. With mean MAN 1 Bandung = 247.90 and MAN 1 Garut = 233.90 means that the average for MAN 1 Bandung is higher than the average MAN 1 Garut.

Supporting factors of the teacher performance and the quality of learning in both madrasah are seniority of teachers and also the facilities for MAN MAN 1 Bandung become an advantage compared to other schools.

The challenging factor is the hard work of all parties to continuously improve the quality of both the performance of teachers and the quality of learning, because the lack of teachers' ability to write and conduct researches.

REFERENCE

- [1] Supardi, Kinerja Guru. Jakarta : Rajawali Pres, 2013.
- [2] Andhika Imam Kartono dan Slameto. "Evaluasi Kinerja Guru Bersertifikasi" Kelola Jurnal Manajemen Pendidikan, vol 3, no 2, 2016.
- [3] Simanjuntak J. Payaman, Manajemen & Evaluasi Kinerja. Jakarta: Penerbit Fakultas Ekonomi Universitas Indonesia, 2011.
- [4] Parkes, Kelly A. "Performance assessment: lessons from performers (jurnal)" International Journal of Teaching and Learning in Higher Education, Volume 22, 2010.
- [5] Nursa'ban, M., Suparmini, and Sriadi Setyowati, "Evaluasi kompetensi pedagogik guru geografi SMA di Kabupaten Bantul" SOCIA, Vol.1. 2012.
- [6] Rohman, Muhammad and Amri Sofan, Manajemen Pendidikan (analisis dan solusi terhadap kinerja manajemen kelas dan strategi pengajaran yang efektif). Jakarta: Prestasi Pustakaraya. 2012.
- [7] M.Yani, Manajemen Sumber Daya Manusia. Jakarta Mitra Wacana Media, 2012.
- [8] Suharsaputra, Uhar, Administrasi Pendidikan. Bandung: Refika Aditama. 2013.
- [9] Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan, 2005.
- [10] Muhaimin, Paradigma Pendidikan Islam Upaya Mengeektifkan Pendidikan Agama Islam di Sekolah. Jakarta: Remaja Rosda Karya, 2004
- [11] Sergiovanni, TJ. Supervision of Teaching. Alexandria: Association For Supervision and Curriculum Development, 1982.